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ABSTRACT

These program guidelines, based on the 5-point definition of the physically educated person developed by the National Association for Sports and Physical Education (NASPE), provide reference information to states, school districts, and local schools who seek assistance in developing and maintaining quality programs in physical education. Ten outcomes for physical education, designed to reflect broad areas of development, are identified along with objectives related to psychomotor, cognitive, and/or affective behaviors reflecting possible areas of curricular content by grade level. For each behavioral objective, examples are provided of specific activities from the psychomotor, cognitive or affective domains related to accomplishing the objective. Sample activities are intended to illustrate tasks that can serve as behavioral criteria relative to the accomplishment of the objectives for a particular grade level. The behavioral objectives are designed to provide content progressions both within a specific grade and across sequential grades. (Contains 41 references.) (LL)

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PHYSICAL EDUCATION OUTCOMES

GRADES

K-5

Report of the Task Force to Develop HPERD Program Standards

Eastern District Association of the American Alliance for HPERD

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PREFACE

The Task Force was formed in 1989 and charged with the responsibility to identify and/or develop standards for quality programs in HPERD. The Task Force decided to focus initially on program standards for Physical Education. The Program Guidelines for grades K-5 were developed during 1989-1990 and represent Phase I of the Task Force project. The final format and content of the guidelines evolved through a substantial process of review and revision. Input, comments and suggestions have been received from more than 30 state leaders and reviewers throughout the District. Phases II and III of the Task Force project were initiated in Fall 1990 and extended the development of the Physical Education Guidelines to include grades 6-8 and 9-12, respectively.

The intent of the District in appointing the Task Force was to provide leadership as a professional organization in promoting standards for quality programs in HPERD. Thus, the intent of this document is to provide information to those states, school districts, and local schools who seek assistance in developing and maintaining quality programs in Physical Education. It is not the intent of the District, the Task Force, or the document to promote a prescribed, standardized curriculum guide. Rather, the goal is to provide leadership and service in the effort to demonstrate worth and accountability in our profession.

It is the hope of the Task Force that the program guidelines developed for each of the three phases will be used by individual states and school districts as part of specific, local workshops and in-service programs devoted to review and revision of curricula. Thus, the Task Force views this document as reference information to stimulate discussion and decision-making at local levels. Program design must, of necessity, be guided by the needs, interests, and resources of specific teachers, students, and schools. To the extent that all Physical Education programs are directed toward a common set of resultant outcomes, it is hoped that the information compiled by the Task Force will serve as a useful operating framework for decision-making.

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INTRODUCTION

Component Elements of the Program Guidelines

The Guidelines for Physical Education Programs are based on the 5-point definition of the Physically Educated Person, developed by the NASPE Outcomes Committee. Within the definition, the Task Force identified 10 Outcomes for Physical Education, grades K-5. The 10 Outcomes were designed to reflect broad areas of development and understanding which result from quality programs in Physical Education. It is the belief of the Task Force that the 10 Outcomes provide specific, grade-appropriate statements that are consistent with the NASPE definition of a physically educated person.

For each of the 10 Outcomes, objectives related to psychomotor, cognitive and/or affective behavior have been identified for grades K-5. These behavioral objectives represent a second-order level of specificity. As such, they reflect possible areas of curricular content, by grade level, that relate directly to the achievement of the general Physical Education Outcomes. For each behavioral objective, examples are provided of specific activities from the psychomotor, cognitive, or affective domains, related to accomplishing the objective. The examples are intended as illustrations of activities and tasks that could be used in conjunction with a particular behavioral objective at a particular grade level.

Purposes of the Program Guidelines

The 10 Outcomes statements are intended to serve as standards for quality Physical Education programs, grades K-5. It is the position of the Task Force that these outcomes reflect essential areas of development and knowledge, resulting from an instructional program in Physical Education. The Task Force believes that these outcomes are broadly applicable and appropriate across a wide variety of schools, programs, and geographic locations. It is hoped that the outcomes statements can be uniformly endorsed by professionals in the field.

The behavioral objectives related to each outcome, by grade level, are designed to further define and/or specify the Physical Education Outcomes by identifying areas of psychomotor, cognitive, and/or affective content related to each of the outcomes. As such, the objectives are intended as suggestive of general curricular content, rather than as prescriptive of a standard curriculum. It is hoped that these objectives will be useful to those individuals, districts, and/or schools seeking guidance, examples, or ideas relative to curricular review, planning, or revision. Clearly, it will be necessary for such groups to modify objectives based on length and frequency of Physical Education classes, size of classes, and the like.

The sample activities are intended to illustrate tasks that can serve as behavioral criteria relative to the accomplishment of the objectives for a particular grade level. It is hoped that these sample activities will serve to suggest additional and/or alternate activities appropriate for a particular Physical Education program relative to facilities, equipment, and regional/geographic activity interests and opportunities.

Definition of Terms

The behavioral objectives are designed to provide content progressions both within a specific grade and across sequential grades. Four specific terms are used to denote a progressive sequence of skill development as follows:

Attempt - Implies that the skill will be taught but the child will not master or show competency in the skill. This is a first level progression.

Demonstrate - Implies that the child will demonstrate competency in the skill. This is a second level progression.

Explore - Implies that the child has demonstrated competency in the skill and will explore variations of the movement. This is a third level progression. Sometimes explore is used at the sample activity level to imply a movement exploration or guided discovery approach to the teaching of the skill or concept.

Review - Implies the continual review of the skill and serves as a developmental checkpoint.

DEFINITION OF A PHYSICALLY EDUCATED PERSON (NASPE) AND 10 OUTCOMES OF A PHYSICAL EDUCATION PROGRAM, GRADES K-5.

A Physically Educated Person:

*** HAS learned skills necessary to perform a variety of physical activities**

1. The learner will develop body, spatial and temporal awareness.

2. The learner will develop locomotor, manipulative and nonlocomotor skills.

3. The learner will combine locomotor, nonlocomotor and manipulative skills in movement, dance, games and sport.

*** IS physically fit**
*** DOES participate regularly in physical activity**

4. The learner will understand the benefits of regular physical activity and will enhance personal fitness.

*** KNOWS the implications of and the benefits from involvement in physical activities**

5. The learner will be a knowledgeable consumer in the areas of health and fitness.

6. The learner will develop listening skills and safety awareness.

7. The learner will understand the general function and structure of the body.

8. The learner will understand, appreciate and apply rules, regulations, strategies, and etiquette for movement, dance, games and sport.

9. The learner will appreciate the aesthetic and creative qualities of movement.

*** VALUES physical activity and its contributions to a healthful lifestyle.**

10. The learner will develop self-confidence and interpersonal skills.

KINDERGARTEN OUTCOMES

OUTCOME 1: **The learner will develop body, spatial and temporal awareness.**

Objective 1.1: The learner will demonstrate common body positions.

Sample Activities:

- 1.1.a: Perform the four body positions of tuck, pike, lay-out and straddle.
- 1.1.b: Explore various shapes.
- 1.1.c: Participate in activities such as Human Obstacle course.

Objective 1.2: The learner will explore general and personal space.

Sample Activities:

- 1.2.a: Explore personal space through the use of hula hoops, bags or ropes.
- 1.2.b: Explore personal space by varying body positions and levels.
- 1.2.c: Explore general space by changing direction quickly to a signal.
- 1.2.d: Explore moving from general space back to personal space upon command.
- 1.2.e: Explore moving by varying the size of the general space from large/small or small/large.
- 1.2.f: Participate in chasing and fleeing activities such as Jack Frost and Jane Thaw.

Objective 1.3: The learner will demonstrate the concepts of directionality and laterality.

Sample Activities:

- 1.3.a: Move front/back, side/side and in/out.
- 1.3.b: Move up/down and under/over.
- 1.3.c: Explore moving left/right.
- 1.3.d: Explore moving in opposition and alternately.
- 1.3.e: Explore moving in synchrony.
- 1.3.f: Participate in activities such as Simon Says.

Objective 1.4: The learner will demonstrate moving to various rhythms.

Sample Activities:

- 1.4.a: Explore moving with even/uneven rhythms.
- 1.4.b: Perform exercises, songs and simple dances to the rhythm of the music.
- 1.4.c: Participate in activities such as Cookie Jar.

Objective 1.5: The learner will demonstrate forward rotational skills.

Sample Activities:

1.5.a: Perform the log, egg, forward and shoulder rolls.

1.5.b: Explore rolling using various shapes.

Objective 1.6: The learner will attempt climbing, supporting and balancing skills on various apparatus.

Sample Activities:

1.6.a: Walk, turn, mount and dismount apparatus.

1.6.b: Hang and swing from inverted positions.

1.6.c: Climb ladders and cargo nets.

1.6.d: Maintain support positions on apparatus.

1.6.e: Move up and down inclines utilizing various body positions.

1.6.f: Participate in activities such as Treasure Hunt.

Objective 1.7: The learner will demonstrate moving at various levels.

Sample Activities:

1.7.a: Explore moving at high and low levels.

1.7.b: Participate in fleeing and chasing activities while varying the levels.

Objective 1.8: The learner will explore variations in force/effort.

Sample Activities:

1.8.a: Explore such activities as walking, running, jumping by varying force/effort.

1.8.b: Explore throwing and striking activities by varying force/effort.

1.8.c: Explore such activities as twisting, turning, bending and stretching by varying force/effort.

1.8.d: Modify chase and flee activities to include force/effort concepts.

OUTCOME 2: The learner will develop locomotor, manipulative and nonlocomotor skills.

Objective 2.1: The learner will demonstrate walking, running, jogging, sliding, and jumping.

Sample Activities:

2.1.a: Travel varying direction, pathway and effort.

2.1.b: Jump from various heights and over various obstacles.

2.1.c: Change speeds to music.

2.1.d: Participate in chasing and fleeing activities such as Marching Ponies.

Objective 2.2: The learner will attempt the locomotor skills of skipping, hopping, leaping, and galloping.

Sample Activities:

2.2.a: Attempt galloping forward and backward with either foot leading.

2.2.b: Attempt continuous jumping, leaping and hopping in all directions with varying effort.

2.2.c: Explore different approaches to traveling over lines and ropes.

2.2.d: Explore moving to a variety of images in poems or stories.

2.2.e: Participate in chasing and fleeing activities such as Ponies in the Stable.

Objective 2.3: The learner will demonstrate turning in a stationary position.

Sample Activities:

2.3.a: Explore turning by varying speed, level and direction.

2.3.b: Explore turning using different shapes and position.

2.3.c: Explore turning to various tempos.

2.3.d: Participate in activities such as Ice Statue.

Objective 2.4: The learner will integrate turning with locomotor skills.

Sample Activities:

2.4.a: Explore turning by varying speed, level and direction.

2.4.b: Explore turning by using various locomotive patterns.

2.4.c: Explore turning using various tempos.

2.4.d: Spin on one foot and maintain balance.

2.4.e: Jump using a turn.

2.4.f: Participate in running activities requiring turning.

2.4.g: Participate in fleeing and chasing activities which require turning.

Objective 2.5: The learner will demonstrate kicking.

Sample Activities:

2.5.a: Kick a large stationary ball.

2.5.b: Kick a large stationary ball while running forward.

2.5.c: Kick a large ball dropped out of her/his hands.

2.5.d: Attempt kicking a moving ball.

2.5.e: Explore various kicking motion to music.

2.5.f: Explore kicking using strong and light effort.

2.5.g: Explore kicking with different parts of the foot.
2.5.h: Participate in activities such as Bottle Kick Ball.

Objective 2.6: The learner will demonstrate throwing.

Sample Activities:
2.6.a: Throw an object with an overhand and underhand motion.
2.6.b: Attempt throwing an object toward a target.
2.6.c: Attempt throwing an object using various speeds, effort, levels, and directions.
2.6.d: Explore throwing motions to various tempos.
2.6.e: Participate in activities such as Teacher Ball.

Objective 2.7: The learner will attempt catching.

Sample Activities:
2.7.a: Stop a rolling object with various body parts.
2.7.b: Catch a large object with her/his hands.
2.7.c: Catch a large object from a rebound with hands.
2.7.d: Explore the concept of giving with a movement and collapsing.
2.7.e: Explore catching from a self-toss.
2.7.f: Participate in juggling activities with scarves.
2.7.g: Participate in activities such as Stop Ball.

Objective 2.8: The learner will attempt striking.

Sample Activities:
2.8.a: Strike a large stationary object without and with an implement.
2.8.b: Strike a large moving object without and with an implement.
2.8.c: Explore striking by varying effort and force.
2.8.d: Explore various striking motions to music.
2.8.e: Explore striking with different body parts and in different directions.
2.8.f: Participate in activities such as Keep It Up.

Objective 2.9: The learner will demonstrate the nonlocomotor skills of stretching, twisting, curling, bending, holding, lifting, swaying and swinging.

Sample Activities:
2.9.a: Perform nonlocomotor skills in combination.
2.9.b: Lift and hold equipment used in the activity.

2.9.c: Explore nonlocomotor skills varying speed and level.
2.9.d: Explore nonlocomotor skills varying shape.
2.9.e: Participate in parachute activities.

Objective 2.10: The learner will attempt swinging, pushing, and pulling.

Sample Activities:
2.10.a: Explore swinging from various body parts.
2.10.b: Push and pull equipment used in the activity.
2.10.c: Explore swinging, pushing and pulling with varying effort.
2.10.d: Explore swinging utilizing various shapes.
2.10.e: Participate in scooter activities and obstacles courses.
2.10.f: Participate in activities such as Tug of War.

OUTCOME 3: The learner will combine locomotor, nonlocomotor and manipulative skills in movement, dance, games and sports.

Objective 3.1: The learner will demonstrate nonlocomotor and manipulative skills in combination.

Sample Activities:
3.1.a: Explore manipulation of such objects as balloons, feathers, bean bags, yarn balls, foam paddles/bats and ribbons.
3.1.b: Explore self-tossing and catching activities.
3.1.c: Participate in activities such as Ball Passing.

Objective 3.2: The learner will demonstrate locomotor and manipulative skills in combination.

Sample Activities:
3.2.a: Explore various locomotor movements while manipulating ribbons, feathers or ropes.
3.2.b: Explore self-tossing and catching activities in combination with walking and jogging.
3.2.c: Explore various locomotor movements while manipulating objects to a variety of musical accompaniment.
3.2.d: Explore striking objects such as balloons, beach balls and playground balls.
3.2.e: Participate in activities such as Circle Straddle Ball.

OUTCOME 4: **The learner will understand the benefits of regular physical activity and will enhance personal fitness.**

Objective 4.1: The learner will demonstrate cardiovascular endurance.

Sample Activities:

4.1.a: Participate in 20 minutes class of movement, dance, and/or games without undue cardiovascular fatigue.

Objective 4.2: The learner will demonstrate muscular strength/endurance.

Sample Activities:

4.2.a: Hang by arms and legs from an elevated bar.

4.2.b: Explore climbing and swinging activities on apparatus.

4.2.c: Participate in activities such as seal walks, crab walks and mule kicks.

Objective 4.3: The learner will demonstrate flexibility.

Sample Activities:

4.3.a: Stretch specific muscle groups.

4.3.b: Participate in movement songs and rhymes.

4.3.c: Perform a sequence of shapes that represent stretching, bending and twisting.

4.3.d: Perform activities such as see-saws, rolls and animal mimicry.

Objective 4.4: The learner will demonstrate exercises that increase cardiovascular endurance, muscular strength/endurance and flexibility.

Sample Activities:

4.4.a: Demonstrate an exercise for each fitness component.

OUTCOME 5: **The learner will be a knowledgeable consumer in the areas of health and fitness.**

Objective 5.1: The learner will identify appropriate dress for various activities.

OUTCOME 6: **The learner will develop listening skills and safety awareness.**

Objective 6.1: The learner will be able to start and stop on command.

Sample Activities:

6.1.a: Start and stop on an auditory or visual signal.

6.1.b: Participate in activities such as Red Light, Green Light.

Objective 6.2: The learner will be able to maintain her/his personal space.

Sample Activities:

6.2.a: Participate in activities without colliding with other students.

6.2.b: Participate in activities such as Shrinking Room.

OUTCOME 7: The learner will understand the general function and structure of the body.

Objective 7.1: The learner will locate the major parts of the body.

Sample Activities:

7.1.a: On command, point to a specified body part on self or a partner.

7.1.b: Move specified body parts.

7.1.c: Participate in activities such as Head, Shoulders, Knees and Toes.

Objective 7.2: The learner will identify the heart, lungs, and skeleton.

Sample Activities:

7.2.a: Locate various body parts on an anatomical chart.

7.2.b: Place various body parts on an anatomical model.

OUTCOME 8: The learner will understand, appreciate and apply rules, regulations, strategies, and appropriate etiquette for movement, dance, games and sports.

Objective 8.1: The learner will follow simple directions.

Sample Activities:

8.1.a: On command, start and stop.

8.1.b: On command, go over, under, through and around objects.

8.1.c: Solve simple movement challenges.

8.1.d: Participate in parachute play.

Objective 8.2: The learner will follow a series of instructions for the activity.

Sample Activities:

8.2.a: On command, sequence two or more locomotor movements.

8.2.b: Create a movement sequence following guidelines provided by the teacher.

8.2.c: Participate in activities such as Mother May I.

Objective 8.3: The learner will participate in the activity without arguing.

OUTCOME 9: The learner will appreciate the aesthetic and creative qualities of movement.

Objective 9.1: The learner will create a sequence of non-locomotor movements.

Sample Activities:

9.1.a: Develop an original sequence within given parameters.

Objective 9.2: The learner will describe a movement in terms of level and tempo.

Sample Activities:

9.2.a: Differentiate between high/low levels.

9.2.b: Differentiate between fast/slow movements.

OUTCOME 10: The learner will develop self-confidence and interpersonal skills.

Objective 10.1: The learner will explore her/his physical limits.

Sample Activities:

10.1.a: Participate in personal movement challenges such as " How high can you jump?" or "How far can you throw?"

10.1.b: Participate in informal fitness assessment.

Objective 10.2: The learner will solve movement related problems.

Sample Activities:

10.2.a: Solve movement problems such as "Can you balance on three body parts?"

10.2.b: Explore concepts of force and effort as they relate to throwing and striking.

Objective 10.3: The learner will accept responsibility when asked by the teacher.

Sample Activities:

10.3.a: Pick up and put away equipment.

10.3.b: Use equipment properly.

Objective 10.4:	The learner will demonstrate respect for individuals.

Sample Activities:

10.4.a: Ask and answer questions in a clear manner.
10.4.b: Speak at appropriate times.

Objective 10.5:	The learner will demonstrate cooperative skills.

Sample Activities:

10.5.a: Share equipment with a partner.
10.5.b: Solve movement problems with a partner.
10.5.c: Create a movement sequence with a partner.

GRADE ONE OUTCOMES

OUTCOME 1: **The learner will develop body, spatial and temporal awareness.**

Objective 1.1: The learner will explore different body positions while jumping.

Sample Activities:

- 1.1.a: Explore different body positions when jumping from an elevation.
- 1.1.b: Mimic different sport jumping skills.

Objective 1.2: The learner will demonstrate an understanding of general and personal space.

Sample Activities:

- 1.2.a: Explore general space by varying speed and direction.
- 1.2.b: Explore personal space using elastic bands or movement sacks.
- 1.2.c: Participate in activities such as Bumper Cars.

Objective 1.3: The learner will share personal space.

Sample Activities:

- 1.3.a: Share a hula hoop with a partner and explore general space in the hula hoop.
- 1.3.b: While attached to a partner with elastic or string, explore the boundaries of shared space.
- 1.3.c: Participate in activities such as Bridge Tag.

Objective 1.4: The learner will demonstrate the concepts of directionality and laterality.

Sample Activities:

- 1.4.a: Move left/right.
- 1.4.b: Move in opposition and alternatively.
- 1.4.c: Participate in activities such as the Hokey Pokey.

Objective 1.5: The learner will demonstrate moving to various rhythms.

Sample Activities:

- 1.5.a: Demonstrate even/uneven rhythms.
- 1.5.b: Explore rhythmical movements using small musical aids.
- 1.5.c: Explore moving to a range of musical rhythms and styles.
- 1.5.d: Perform a singing dance in a group.

Objective 1.6: The learner will explore rotational skills.

Sample Activities:

1.6.a: Explore backward rolling movements.
1.6.b: Explore rolling movements in combinations.
1.6.c: Participate in activities such as Pivot Tag.

Objective 1.7: The learner will explore balance.

Sample Activities:

1.7.a: Explore balance at different levels on different body parts.
1.7.b: Explore static and dynamic balance.
1.7.c: Participate in activities such as Palm Push.

Objective 1.8: The learner will demonstrate climbing, supporting and balancing skills on various apparatus.

Sample Activities:

1.8.a: Balance on one body part.
1.8.b: Alternately support weight on one body part.
1.8.c: Explore climbing a rope no higher than 7 ft.

Objective 1.9: The learner will demonstrate variations in force/effort.

Sample Activities:

1.9.a: Vary force and effort while running, jumping and throwing.
1.9.b: Mimic various animal movements while changing the purpose of the movements.

OUTCOME 2: The learner will develop locomotor, manipulative and nonlocomotor skills.

Objective 2.1: The learner will review walking, running, jogging, sliding, and jumping.

Objective 2.2: The learner will demonstrate hopping, jumping and galloping.

Sample Activities:

2.2.a: Hop on one foot.
2.2.b: Jump backward.
2.2.c: Jump up onto a piece of apparatus.
2.2.d: Gallop forward and backward with either foot leading.
2.2.e: Participate in activities such as High Water/Low Water.

Objective 2.3: The learner will attempt skipping, leaping and turning.

Sample Activities:

- 2.3.a: Explore leaping over objects on the floor.
- 2.3.b: Explore combining leaping and running.
- 2.3.c: Explore jumping and turning.
- 2.3.d: Explore combinations of two or three locomotor movements in succession.

Objective 2.4: The learner will demonstrate kicking.

Sample Activities:

- 2.4.a: Kick a large moving ball.
- 2.4.b: Attempt running and kicking a moving ball.
- 2.4.c: Attempt kicking a ball toward various targets at different levels.
- 2.4.d: Participate in activities such as Frantic Ball.

Objective 2.5: The learner will demonstrate throwing.

Sample Activities:

- 2.5.a: Throw a small object toward a target.
- 2.5.b: Throw a small object using various speeds and levels.
- 2.5.c: Throw a small object with an overhand motion demonstrating weight transfer, stepping in opposition and using the entire arm.
- 2.5.d: Participate in activities such as Snow Man.

Objective 2.6: The learner will demonstrate catching.

Sample Activities:

- 2.6.a: Catch a small object from a rebound.
- 2.6.b: Catch a large object from a kick/strike.
- 2.6.c: Participate in activities such as Hot Potatoes.

Objective 2.7: The learner will demonstrate striking.

Sample Activities:

- 2.7.a: Strike a large stationary ball without and with an implement.
- 2.7.b: Strike a large moving ball without and with an implement.
- 2.7.c: Participate in activities such as Hit and Run.

Objective 2.8: The learner will review the nonlocomotor skills of stretching, twisting, curling, bending, holding, lifting and swaying.

Sample Activities:

2.8.a: Demonstrate stillness at various levels using various shapes.

Objective 2.9: The learner will demonstrate swinging, pushing and pulling.

Sample Activities:

2.9.a: Swing from rung to rung on a ladder.
2.9.b: Move across an apparatus with a hand to hand motion.
2.9.c: Push and pull equipment greater than her/his body weight.
2.9.d: Participate in obstacle course activities.

OUTCOME 3: The learner will combine locomotor, non-locomotor and manipulative skills in movement, dance, games and sports.

Objective 3.1: The learner will demonstrate nonlocomotor and manipulative skills in combination.

Sample Activities:

3.1.a: Explore movements with implements such as wands or hula hoops.
3.1.b: Participate in self-toss and catch activities.
3.1.c: Juggle scarves.
3.1.d: Participate in games requiring striking, rolling and throwing.

Objective 3.2: The learner will demonstrate locomotor and manipulative skills in combination.

Sample Activities:

3.2.a: Explore running, catching and throwing.
3.2.b: Participate in jump rope activities.
3.2.c: Explore striking and running or jumping.
3.2.d: Participate in activities and games that will lead-up to skills in soccer, volleyball, softball and kickball.

OUTCOME 4: The learner will understand the benefits of regular physical activity and will enhance personal fitness.

Objective 4.1: The learner will develop cardiovascular endurance.

Sample Activities:

4:1.a: Participate in 30 minutes of movement, dance, and/or games without undue cardiovascular fatigue.

Objective 4.2: The learner will demonstrate muscular strength/endurance.

Sample Activities:

4.2.a: Support her/his body weight for a minimum of 10 seconds.

4.2.b: Hang by arms or legs from an elevated bar.

4.2.c: Support a portion of a partner's body weight.

4.2.d: Participate in activities such as fitness challenge.

Objective 4.3: The learner will demonstrate flexibility.

Sample Activities:

4.3.a: Perform locomotor and nonlocomotor skills at full extension and flexion.

Objective 4.4: The learner will identify types of activities that increase cardiovascular endurance, muscular strength/endurance and flexibility.

Sample Activities:

4.4.a: Identify an activity/exercise for each fitness component.

OUTCOME 5: The learner will be a knowledgeable consumer in the areas of health and fitness.

Objective 5.1: The learner will dress appropriately for various activities.

Sample Activities:

5.1.a: Wear appropriate shoes for each activity.

Objective 5.2: The learner will identify healthful foods.

Sample Activities:

5.2.a: Name the major food groups.

5.2.b: Bring to show and tell an example of a food for each major food group.

OUTCOME 6: The learner will develop listening skills and safety awareness.

Objective 6.1: The learner will utilize personal and general space appropriately.

Sample Activities:

6.1.a: On command, stop and start.

6.1.b: Participate in games and activities without bumping into others.

6.1.c: Maintain proper spacing when utilizing apparatus or equipment.

Objective 6.2: The learner will recite safety rules for the activity and area he/she is using.

Objective 6.3: The learner will listen and follow instructions.

Sample Activities:

6.3.a: On command, combine movement sequences.

6.3.b: Participate in activities such as Simon Says.

OUTCOME 7: The learner will understand the general function and structure of the body.

Objective 7.1: The learner will identify the major parts of the body.

Sample activities:

7.1.a: Move various body parts.

7.1.b: Point to various body parts.

7.1.c: Label body parts on a model.

Objective 7.2: The learner will identify the major systems of the body.

Sample Activities:

7.2.a: Verbally identify the major systems.

7.2.b: Label body systems on a model.

OUTCOME 8: The learner will understand, appreciate and apply rules, regulations, strategies, and appropriate etiquette for movement, dance, games and sports.

Objective 8.1: The learner will follow the rules of the activity.

Sample Activities:

8.1.a: Given parameters, perform a sequence of movements.

8.1.b: Given parameters, perform a short dance sequence.

8.1.c: Develop three rules for an activity and participate in the activity while following the rules.

8.1.d: Follow the rules for simple games.

OUTCOME 9: The learner will appreciate the aesthetic and creative qualities of movement.

Objective 9.1: The learner will create a sequence of locomotor movements.

Sample Activities:

9.1.a: Develop an original sequence within given parameters.

Objective 9.2: The learner will compare movements in terms of level and tempo.

Sample Activities:

9.2.a: Contrast high/low levels.

9.2.b: Contrast slow/fast tempos.

OUTCOME 10: The learner will develop self-confidence and interpersonal skills.

Objective 10.1: The learner will explore her/his physical limits.

Sample Activities:

10.1.a: Participate in various self-testing activities.

10.1.b: Participate in creative play.

Objective 10.2: The learner will solve movement related problems.

Sample Activities:

10.2.a: Participate in movement exploration and educational gymnastics.

Objective 10.3: The learner, with the help of the teacher, will set a realistic, short-term goal.

Sample Activities:

10.3.a: Set a fitness goal.

10.3.b: Set a movement goal such as throwing in opposition.

10.3.c: Set a goal for participating in physical activity beyond the class.

10.3.d: Set a game/sport related goal.

Objective 10.4: The learner will accept responsibility when asked by the teacher.

Sample Activities:

10.4.a: Help put away and take out equipment.

10.4.b: Help another student.

Objective 10.5: The learner will accept constructive criticism when delivered by the instructor.

Objective 10.6: The learner will demonstrate acceptance of individual differences by cooperating with classmates.

Sample Activities:

10.6.a: Work with different partners in throwing activities.

10.6.b: Problem-solve with other students.

Objective 10.7: The learner will demonstrate cooperative skills.

Sample Activities:

10.7.a: Share equipment.

10.7.b: Work with a partner to spot a third person.

10.7.c: Participate in a squad.

10.7.d: Participate with a partner in cooperative problem solving activities.

GRADE TWO OUTCOMES

OUTCOME 1: **The learner will develop body, spatial and temporal awareness.**

Objective 1.1: The learner will demonstrate different body positions while jumping.

Sample Activities:

- 1.1.a: Jump off an object using different body positions.
- 1.1.b: Imitate jumping patterns of animals.
- 1.1.c: Jump with a half turn and full turn.
- 1.1.d: Participate in activities such as Leap Frog.

Objective 1.2: The learner will review directionality and laterality.

Sample Activities:

- 1.2.a: Move forward and backward using walk, run, skip, hop and gallop.
- 1.2.b: Identify left and right on self and partner.
- 1.2.c: Slide left and right and move up and down stretching, reaching and bending.
- 1.2.d: Identify the concept of same/opposite in movement.
- 1.2.e: Move in opposition and alternately.
- 1.2.f: Gallop diagonally, alternating lead foot.
- 1.2.g: Participate in activities such as Same and Opposites.

Objective 1.3: The learner will demonstrate moving to various rhythms.

Sample Activities:

- 1.3.a: Perform a singing game/dance in a group.
- 1.3.b: Select a rhythm and demonstrate it through a movement.
- 1.3.c: Clap to tempos led by teacher.
- 1.3.d: Participate in such dances as the Mexican Hat Dance.

Objective 1.4: The learner will demonstrate rotational skills.

Sample Activities:

- 1.4.a: Attempt backward roll.
- 1.4.b: Explore forward/backward rolling movements in various body positions.
- 1.4.c: Explore combinations of rotational skills.
- 1.4.d: Roll down an inclined plane.
- 1.4.e: Perform a log roll.
- 1.4.f: Participate in activities such as Pivot Ball.

Objective 1.5: The learner will demonstrate balancing skills.

Sample Activities:

1.5.a: Stand on one foot for 15 seconds.
1.5.b: Explore balancing objects on various body parts.
1.5.c: Explore dynamic balancing skills on lines or low beams/benches.
1.5.d: Participate in activities such as Hop Tag.

OUTCOME 2: The learner will develop locomotor, manipulative and nonlocomotor skills.

Objective 2.1: The learner will review walking, running, jogging, sliding, galloping, jumping and hopping.

Objective 2.2: The learner will demonstrate skipping, leaping and turning.

Sample Activities:

2.2.a: Leap over objects on the floor.
2.2.b: Turn while skipping.
2.2.c: Skip backwards.
2.2.d: Participate in activities such as tag games or relays using skipping, leaping and turning.

Objective 2.3: The learner will demonstrate kicking with either foot.

Sample Activities:

2.3.a: Kick a large moving ball several times with each foot.
2.3.b: Run and kick a moving ball.
2.3.c: Kick a ball toward various targets at different levels.
2.3.d: Kick a large ball dropped out of her/his hands.
2.3.e: Participate in activities such as Mass Soccer.

Objective 2.4: The learner will demonstrate throwing with either arm.

Sample Activities:

2.4.a: Throw a small object both underhand and overarm using various speeds and levels.
2.4.b: Throw a small object with an overhand motion demonstrating weight transfer, stepping in opposition and using the entire arm.
2.4.c: Attempt throwing a small object on the move.
2.4.d: Throw a small object toward a target with each hand.

2.4.e: Participate in simple throwing games with a partner.

2.4.f: Participate in activities such as Keep Away. Keep Away.

Objective 2.5: The learner will review catching.

Sample Activities:

2.5.a: Catch an object from a rebound.

2.5.b: Catch an object from a strike/kick.

2.5.c: Attempt to catch an object while on the move using both hands.

2.5.d: Catch various shaped objects such as balloons, bean bags, nerf footballs, and rubber rings.

2.5.e: Catch an object with a scoop.

2.5.f: Participate in activities such as Kickball variations.

Objective 2.6: The learner will demonstrate striking with either hand.

Sample Activities:

2.6.a: Strike a ball held in hand.

2.6.b: Strike a moving ball without and with an implement.

2.6.c: Strike a moving ball from a rebound without and with an implement.

2.6.d: While moving, attempt striking a moving ball without and with an implement.

2.6.e: Attempt to consecutively strike a rolling ball.

2.6.f: Participate in activities using small paddles with balloons/nerf balls.

2.6.g: Participate in activities such as Four Square.

Objective 2.7: The learner will stop a moving object with various body parts.

Sample Activities:

2.7.a: Allow nerf ball to strike various parts of body and drop to ground.

2.7.b: Attempt to stop a kicked ball using a trapping motion of foot and leg.

Objective 2.8: The learner will review the nonlocomotor skills of stretching, twisting, curling, bending, holding, lifting, swaying, swinging, pushing and pulling.

Sample Activities:

2.8.a: Combine several of these skills into a pattern.

2.8.b: Contrast movements such as curling/ twisting, and pushing/ pulling.

2.8.c: Participate in activities such as the Perpetual Motion Machine.

OUTCOME 3: The learner will combine locomotor, nonlocomotor and manipulative skills in movement, dance, games and sports.

Objective 3.1: The learner will demonstrate nonlocomotor and manipulative skills in combination.

Sample Activities:

3.1.a: Roll ball around waist, chest, knees while standing.

3.1.b: Toss ball, turn and catch.

3.1.c: Toss ball and catch while standing, kneeling, sitting and lying.

3.1.d: Participate in activities such as Blindfold Identification Game.

Objective 3.2: The learner will demonstrate locomotor and manipulative skills in combination.

Sample Activities:

3.2.a: Toss ball from one hand to other and vary locomotor activity.

3.2.b: Roll a hoop.

3.2.c: Participate is activities and games that will lead up to sports skills.

3.2.d: Participate in activities such as Medic.

OUTCOME 4: The learner will understand the benefits of regular physical activity and will enhance personal fitness.

Objective 4.1: The learner will demonstrate cardiovascular endurance.

Sample Activities:

4.1.a: Participate in 30 minutes of movement, dance, and/or games without undue cardiovascular fatigue.

4.1.b: Participate in a one mile walk/jog without undue cardiovascular fatigue.

4.1.c: Participate in tag games such as Uncle Sam.

Objective 4.2: The learner will demonstrate muscular strength/endurance.

Sample Activities:

4.2.a: Support her/his body weight for a minimum of 15 seconds.

4.2.b: Hang by arms and legs from an elevated bar.

4.2.c: Carry a heavy object, with a partner, a specified distance.
4.2.d: Hold head and shoulders off mat in a curl for 10 seconds.
4.2.e: Participate in activities involving scooters.
4.2.f: Jump rope for 3 minutes.
4.2.g: Participate in such activities as seal or crab walks.

Objective 4.3: The learner will demonstrate flexibility.

Sample Activities:
4.3.a: Participate in activities such as bridges or toe touches.
4.3.b: Participate in flexibility warm-up exercises.
4.3.c: Participate in stunts such as Thread the Needle.

Objective 4.4: The learner will identify types of activities that increase cardiovascular endurance, muscular strength/endurance and flexibility.

Sample Activities:
4.4.a: Identify and demonstrate an activity for each fitness component.

OUTCOME 5: The learner will be a knowledgeable consumer in the areas of health and fitness.

Objective 5.1: The learner will identify healthful snack foods and beverages.

Sample Activities:
5.1.a: Bring in snack foods/beverages or pictures of them and discuss nutritional value.

OUTCOME 6: The learner will develop listening skills and safety awareness.

Objective 6.1: The learner will maintain personal space while using an implement.

Sample Activities:
6.1.a: Participate in activities involving an implement without contacting another individual.

Objective 6.2: The learner will recite safety rules for the activity and the area he/she is using.

Objective 6.3: The learner will listen and follow directions.

Sample Activities:

6.3.a: Interpret and follow directions for various games or singing activities.

OUTCOME 7: **The learner will understand the general function and structure of the body.**

Objective 7.1: The learner will identify the major systems of the body and their functions.

Sample Activities:

7.1.a: Draw the heart and lungs.

7.1.b: Place body parts on outline of the human form.

7.1.c: Identify how the heart and lungs function in activities such as skipping or running.

Objective 7.2: The learner will demonstrate an understanding of good health habits.

Sample Activities:

7.2.a: Identify methods to keep the body healthy and clean.

7.2.b: Identify foods from the four basic food groups.

7.2.c: Compare nutritional values of various foods.

7.2.d: Demonstrate proper walking and sitting posture.

OUTCOME 8: **The learner will understand, appreciate, and apply rules, regulations, strategies, and appropriate etiquette for movement, dance, games and sports.**

Objective 8.1: The learner will identify the purpose of rules for the activity.

Objective 8.2: The learner will follow the rules of the activity.

Sample Activities:

8.2.a: Participate in a variety of folk dances and singing games.

8.2.b Participate in a variety of games of low organization.

Objective 8.3: The learner will demonstrate proper etiquette and regard for others.

Sample Activities:

8.3.a: State "Excuse me" if he/she contacts someone.

8.3.b: Show concern for others in activities.

OUTCOME 9: **The learner will appreciate the aesthetic and creative qualities of movement.**

Objective 9.1: The learner will create a sequence utilizing locomotor, nonlocomotor and manipulative movements.

Sample Activities:

9.1.a: Develop an original sequence within given parameters.

Objective 9.2: The learner will describe the shape and flow of a movement.

Sample Activities:

9.2.a: Create various shapes through movement and dance.

9.2.b: Identify things in nature which have flowing movements.

9.2.c: Perform flowing movements using imagery such as blowing trees or flowing water.

OUTCOME 10: **The learner will develop self-confidence and interpersonal skills.**

Objective 10.1: The learner will explore her/his physical limits.

Sample Activities:

10.1.a: Participate in self-testing activities.

10.1.b: Move through an obstacle course.

Objective 10.2: The learner, with the help of the teacher, will set and achieve a short term goal.

Sample Activities:

10.2.a: Set and achieve a fitness, wellness, or movement goal.

Objective 10.3: The learner will accept responsibility when asked by the teacher.

Sample Activities:

10.3.a: Demonstrate a movement.

10.3.b: Carry equipment, set it up and collect it.

Objective 10.4: The learner will accept constructive criticism when delivered by the instructor.

Objective 10.5: **The learner will demonstrate cooperative skills.**

Sample Activities:

- 10.5.a: Share equipment with more than one person.
- 10.5.b: Work with a partner to spot a third person.
- 10.5.c: Participate with partners in cooperative problem solving activities.
- 10.5.d: Work with a partner in throwing and catching activities.

GRADE THREE OUTCOMES

OUTCOME 1: **The learner will develop body, spatial, and temporal awareness.**

Objective 1.1: The learner will demonstrate moving to various rhythms.

Sample Activities:

- 1.1.a: Jump rope to various tempos.
- 1.1.b: Toss and catch a ball with a partner to music.
- 1.1.c: Combine bouncing, tossing, and catching to music.
- 1.1.d: Participate in a dramatic play venture such as a Trip to Mt. Everest.
- 1.1.e: Participate in activities such as Moon Ball.

Objective 1.2: The learner will discriminate between similar rhythms.

Sample Activities:

- 1.2.a: Demonstrate the difference between the skills of hopping, leaping and jumping.
- 1.2.b: Participate in activities such as Lummi Sticks or Tinikling.

Objective 1.3: The learner will demonstrate rotational skills.

Sample Activities:

- 1.3.a: Perform forward and backward, log, and shoulder rolls with variations.
- 1.3.b: Combine two or more rotational skills.
- 1.3.c: Participate in activities such as Human Wheel.

Objective 1.4: The learner will demonstrate inverted skills.

Sample Activities:

- 1.4.a: Perform inverted skills such as tripod and headstand.
- 1.4.b: Attempt inverted skills such as mule kicks, handstands and cartwheels.
- 1.4.c: Perform inverted Follow Me skills.

Objective 1.5: The learner will demonstrate climbing, supporting, and balancing skills on various apparatus.

Sample Activities:

- 1.5.a: Participate in a gymnastic unit.
- 1.5.b: Participate in Circus Day using scooters, ropes, climbing apparatus and adventure activities.

Objective 1.6: The learner will state which activities necessitate crossing the midline of the body.

Sample Activities:

1.6.a: Identify movements such as batting and writing on a blackboard as activities requiring crossing the midline.

OUTCOME 2: The learner will develop locomotor, non-locomotor and manipulative skills.

Objective 2.1: The learner will explore locomotor skills by varying force/effort.

Sample Activities:

2.1.a: Participate in movement challenges such as "How hard/soft can you run/walk/jump?"

2.1.a: Attempt to control various weighted balls in a keep-away situation.

Objective 2.2: The learner will explore nonlocomotor skills by varying the location of the center of gravity.

Sample Activities:

2.2.a: Participate in movement challenges by varying level and/or base of support.

Objective 2.3: The learner will explore kicking a ball using different parts of her/his foot and variations in force/effort.

Sample Activities:

2.3.a: Compare kicking a ball with flexed or extended knee.

2.3.b: Pass a ball to a partner using the inside/outside of the foot varying speed or distance.

2.3.c: Pass a ball to a partner using the instep of the foot varying speed or distance.

2.3.d: Participate in activities such as Clean Up the Yard/Kick Out the Trash.

Objective 2.4: The learner will attempt dribbling a ball using her/his feet.

Sample Activities:

2.4.a: Dribble a ball using the inside and outside of the foot.

2.4.b: Dribble at different speeds.

Objective 2.5: The learner will attempt trapping.

Sample Activities:

2.5.a: Trap a ball from a roll, kick and rebound.
2.5.b: Participate in partner activities such as Throw, Bounce, and Trap.

Objective 2.6: The learner will demonstrate throwing with two arms.

Sample Activities:

2.6.a: Self toss to music using an underhand motion.
2.6.b: Throw a ball to a spot on the wall with an overhand motion.
2.6.c: Pass a ball overhand to a partner using different levels.

Objective 2.7: The learner will attempt shooting a ball from a stationary position.

Sample Activities:

2.7.a: Shoot a ball with two hands at targets of various heights.
2.7.b: Shoot a ball with one hand at targets of various heights.
2.7.c: Participate in activities such as Freeball.

Objective 2.8: The learner will review catching.

Sample Activities:

2.8.a: Catch balls of various shapes and sizes.
2.8.b: Catch a ball in a stationary position and while moving.
2.8.c: Participate in rhythmic gymnastic ball skills.
2.8.a: Participate in activities such as Beat Ball.

Objective 2.9: The learner will review striking the ball with either hand.

Sample Activities:

2.9.a: Bat/strike a ball from a stationary position.
2.9.b: Bat/strike a ball that is suspended from a string.
2.9.c: Bat/strike a ball that is thrown by a partner.
2.9.d: Bat a ball with a modified implement.
2.9.e: Participate in activities such as Paddle Ball.

Objective 2.10: The learner will explore dribbling using her/his hand(s).

Sample Activities:

2.10.a: Dribble a ball using both hands at the same time.

2.10.b: Dribble a ball using one hand or alternate hands.

2.10.c: Dribble a ball while changing directions, speeds, or levels.

2.10.d: Dribble a ball while executing fundamental locomotor skills such as walking, running, hopping, and skipping.

2.10.e: Participate in activities such as Boundary Ball.

OUTCOME 3: The learner will combine locomotor, non-locomotor and manipulative skills in movement, dance, games and sports.

Objective 3.1: The learner will demonstrate nonlocomotor and manipulative skills in combination.

Sample Activities:

3.1.a: Participate in activities such as Butterflies.

Objective 3.2: The learner will demonstrate locomotor and manipulative skills in combination.

Sample Activities:

3.2.a: Participate in activities using wands, ribbons, frisbees, lummi and tinikling sticks with varying locomotor movements.

3.2.b: Participate in activities such as Star Wars.

Objective 3.3: The learner will participate in lead-up activities for basketball, flag football, hockey, soccer, track and field, and volleyball.

Sample Activities:

3.3.a: Participate in modified lead-up activities.

3.3.b: Participate in activities such as Beachball Volleyball.

OUTCOME 4: The learner will understand the benefits of regular physical activity and will enhance personal fitness.

Objective 4.1: The learner will demonstrate cardiovascular endurance.

Sample Activities:

4.1.a: Participate in aerobic activities and workouts.

4.1.b: Participate in activities such as Amoeba Tag.

Objective 4.2: The learner will demonstrate muscular/strength endurance.

Sample Activities:

4.2.a: Participate on apparatus such as monkey bars, climbing ropes, and vaulting boxes.

4.2.b: Participate in a fitness circuit.

Objective 4.3: The learner will demonstrate flexibility.

Sample Activities:

4.3.a: Stretch specific muscle groups.

4.3.b: Participate in tumbling activities.

4.3.c: Participate in stunts such as Chinese Get-up.

Objective 4.4: The learner will define cardiovascular endurance, muscular strength/endurance, and flexibility.

Objective 4.5: The learner will identify ways to a healthy lifestyle.

Sample Activities:

4.5.a: State proper eating habits.

4.5.b: State the relationship of activity to energy level, muscular strength/endurance and flexibility.

Objective 4.6: The learner will participate in physical fitness assessment.

Sample Activities:

4.6.a: Participate in organized fitness testing such as Physical Best.

OUTCOME 5: **The learner will be a knowledgeable consumer in the areas of health and fitness.**

Objective 5.1: The learner will identify appropriate footwear/clothing for various activities.

Sample Activities:

5.1.a: Collect advertisements for appropriate footwear/clothing.

Objective 5.2: The learner will identify the relative benefits of "high energy" foods.

Sample Activities:

5.2.a: Complete a daily food log and describe the energy value of the foods.

OUTCOME 6: The learner will develop listening skills and safety awareness.

Objective 6.1: The learner will identify various familiar sounds.

Sample Activities:

6.1.a: Identify sounds on a tape recording.

6.1.b: Play listening games such as Gossip.

Objective 6.2: The learner will identify potential safety hazards on the playground.

Objective 6.3: The learner, with the help of the teacher, will develop safety rules for physical education.

Sample Activities:

6.3.a: Produce a safety list for each major activity/sport.

6.3.b: Design safety posters for each major activity/sport.

OUTCOME 7: The learner will understand the general function and structure of the body.

Objective 7.1: The learner will describe and demonstrate concepts related to stability.

Sample Activities:

7.1.a: Perform a two,three and four-point balance.

7.1.b: Explore effects of the location of the center of gravity by pushing various objects.

7.1.c: Identify stable and unstable body positions.

7.1.d: Participate in activities such as Sailors and Sharks.

OUTCOME 8: The learner will understand, appreciate, and apply rules, regulations, strategies, and appropriate etiquette for movement, dance, games and sports.

Objective 8.1: The learner, with the help of the teacher, will modify rules of an activity.

Sample Activities:

8.1.a: Modify an activity/game to maximize participation.

Objective 8.2: The learner will explore strategies for movement, dance, games and/or sports.

Sample Activities:

8.2.a: Describe a strategy for a game or sport.

8.2.b: Participate in activities such as The Great Escape.

Objective 8.3: The learner will demonstrate positive behavior and language in a winning or losing situation.

Sample Activities:

8.3.a: Identify the positive happenings during an activity.

8.3.b: Congratulate partner, opponent or team upon conclusion of game or activity.

OUTCOME 9: The learner will appreciate the aesthetic and creative qualities of movement.

Objective 9.1: The learner will create a sequence utilizing nonlocomotor, locomotor and manipulative movements.

Sample Activities:

9.1.a: Complete an original routine using all three categories of movements.

9.1.b: Complete a creative dramatic problem such as Volcano.

Objective 9.2: The learner will evaluate level, tempo, shape and flow of a movement.

Sample Activities:

9.2.a: Describe level, tempo, shape and flow of a partner's movement.

9.2.b: Develop a script of movements.

9.2.c: Mirror a partner.

OUTCOME 10: The learner will develop self-confidence and interpersonal skills.

Objective 10.1: The learner will set a series of short-term goals.

Sample Activities:

10.1.a: Write two personal goals for game/sport/movement/dance.

10.1.b: Keep a journal on movement/dance/game/sport experiences.

Objective 10.2:	The learner will demonstrate leadership skills.
Sample Activities:	
10.2.a:	Lead a warm-up or cool-down activity.
Objective 10.3:	The learner will accept and give constructive criticism.
Sample Activities:	
10.3.a:	Participate in simple reciprocal teaching activities.
10.3.b:	Attempt to identify correct technique or sequencing with a peer.
Objective 10.4:	The learner will encourage and support peers.
Sample Activities:	
10.4.a:	Praise peers for effort and accomplishments during movement, dance, games or sports.
Objective 10.5:	The learner will participate in a cooperative problem-solving activity.
Sample Activities:	
10.5.a:	Complete an obstacle course with a partner.
10.5.b:	Participate in New Games activities such as Poison River.

FOURTH GRADE OUTCOMES

OUTCOME 1: **The learner will develop body, spatial, and temporal awareness.**

Objective 1.1: The learner will move in clockwise and counter-clockwise directions.

Sample Activities:

- 1.1.a: Form a human clock.
- 1.1.b: Participate in circle activities that involve passing and catching in clockwise and counter-clockwise directions.

Objective 1.2: The learner will locate objects in space from a personal frame of reference.

Sample Activities:

- 1.2.a: Follow footsteps through an obstacle course.
- 1.2.b: Walk through a maze.
- 1.2.c: Follow a map through an obstacle course.
- 1.2.d: Estimate the number of steps between herself/himself and a stationary object.

Objective 1.3: The learner will demonstrate moving to various rhythms.

Sample Activities:

- 1.3.a: Dribble, pass and throw to various rhythms.
- 1.3.b: Perform traditional dances such as the Virginia Reel.

Objective 1.4: The learner will create a routine to music.

Sample Activities:

- 1.4.a: Place movements in a sequence to music.
- 1.4.b: Create a square dance.

Objective 1.5: The learner will demonstrate rotational skills.

Sample Activities:

- 1.5.a: Perform the backward roll in the tucked, piked and straddle positions.
- 1.5.b: Perform the forward roll in the tucked and piked position.

Objective 1.6: The learner will demonstrate inverted skills.

Sample Activities:

- 1.6.a: Perform inverted skills such as tripod, mule kick, headstand, handstand and cartwheel.

OUTCOME 2: **The learner will develop locomotor, non-locomotor and manipulative skills.**

Objective 2.1: The learner will demonstrate efficient running technique.

Sample Activities:

- 2.1.a: Explore different paces.
- 2.1.b: Explore various stride lengths.
- 2.1.c: Jog a set distance.
- 2.1.d: Participate in fleeing activities, relays and dashes.

Objective 2.2: The learner will demonstrate locomotor skills by combining various pathways, directions, and levels.

Sample Activities:

- 2.2.a: Combine skipping, running, hopping, sliding, and galloping with various pathways and levels.
- 2.2.b: Participate in activities such as Hidden Treasure.

Objective 2.3: The learner will demonstrate nonlocomotor skills with various combinations of shape, level and effort.

Sample Activities:

- 2.3.a: Given a suggestion, form the shape of an inanimate object using various body parts.
- 2.3.b: Play tug of war with a partner at various levels.

Objective 2.4: The learner will demonstrate throwing and catching in combination with locomotor skills.

Sample Activities:

- 2.4.a: Toss a ball overhead, move to another spot and catch it.
- 2.4.b: Toss a ball against a wall and catch the ball on the rebound.
- 2.4.c: Toss a small ball against a wall and slide right or left to retrieve it.
- 2.4.d: Participate in team juggling activities.

Objective 2.5: The learner will demonstrate catching and kicking skills in combination.

Sample Activities:

- 2.5.a: Catch a bean bag tossed from the right or left foot.

2.5.b: Toss a bean bag from the right foot and catch the bean bag with the left foot.
2.5.c: Punt a yarn ball and catch it.
2.5.d: Participate in activities such as Punt and Catch.

Objective 2.6: The learner will demonstrate dribbling and passing with the feet.

Sample Activities:
2.6.a: Dribble and pass to a partner.
2.6.b: Participate in activities such as Soccer Touch Ball.

Objective 2.7: The learner will demonstrate dribbling with the hands.

Sample Activities:
2.7.a: Dribble a ball with one or two hands.
2.7.b: Dribble a ball at different levels with eyes closed.
2.7.c: Dribble a ball while moving in different directions with various locomotor movements.
2.7.d: Participate in activities such as Basketball Tag.

Objective 2.8: The learner will demonstrate striking with a short implement.

Sample Activities:
2.8.a: Bounce a ball in the air using a paddle.
2.8.b: Dribble a ball with a paddle.
2.8.c: Alternate bouncing a ball in the air and on the floor with a paddle.
2.8.d: Scoop a ball from the floor with a paddle.
2.8.e: Roll a ball and scoop it from the floor with a paddle.
2.8.f: Bounce a ball continuously off a paddle into the air.
2.8.g: Bounce a ball back and forth with a partner using a paddle.
2.8.h: Participate in activities such as Tennis Volleyball.

OUTCOME 3: The learner will combine locomotor, non-locomotor and manipulative skills in movement, dance, games and sports.

Objective 3.1.: The learner will participate in lead-up activities for basketball, flag football, hockey, soccer, softball, track and field, and volleyball.

Sample Activities:

3.1.a: Participate in activities such as Soccer Kickball, Take-away, Diagonal and Sideline Soccer, Dribblerama and Bull's Eye.

3.1.b: Play modified or Star Wars Hockey.

3.1.c: Play Dribble Take Away, Captain Ball, Basketball Tag, Circle Guard, or Pass Around the Key.

3.1.d: Play Beachball, Four-square, Mini-Volleyball, Keep It Up, or Three-and-Over.

3.1.e: Play Easy Football, Everyone's Eligible, or Fun Football.

OUTCOME 4: The learner will understand the benefits of regular physical activity and will enhance personal fitness.

Objective 4.1: The learner will demonstrate cardiovascular endurance.

Sample Activities:

4.1.a: Participate in forms of interval training.

4.1.b: Participate in activities such as Astronaut Drills and challenge courses.

Objective 4.2: The learner will demonstrate muscular strength/endurance.

Sample Activities:

4.2.a: Participate in circuit training.

4.2.b: Participate in activities such as Crab Soccer.

Objective 4.3: The learner will demonstrate flexibility.

Sample Activities:

4.3.a: Explore all the ways the body can bend.

4.3.b: Participate in activities such as Nose-and-Toe Tag.

Objective 4.4: The learner will participate in physical fitness assessment.

Sample Activities:

4.4.a: Participate in organized fitness testing such as Physical Best.

Objective 4.5: The learner will differentiate between strength and endurance and describe how each is developed through exercise.

Sample Activities:

4.5.a: Demonstrate an activity that develops strength.

4.5.b: Demonstrate an activity that develops endurance.

Objective 4.6: The learner will define "overload" as it applies to strength and endurance.

Sample Activities:

4.6.a: Plan an activity that will increase strength or endurance.

Objective 4.7: The learner will describe how to maintain and improve flexibility at a joint.

OUTCOME 5: The learner will be a knowledgeable consumer in the areas of health and fitness.

Objective 5.1: The learner will identify proper safety equipment for participation in dance, games and sports.

Sample Activities:

5.1.a: Design bulletin boards to illustrate items such as helmets, pads, or mouth guards.

5.1.b: List proper footwear for various activities.

OUTCOME 6: The learner will develop listening skills and safety awareness.

Objective 6.1: The learner will move efficiently to a sequence of auditory cues.

Sample Activities:

6.1.a: Perform action rhymes and add-on songs.

6.1.b: Participate in story telling activities.

6.1.c: Follow directions for modified games.

Objective 6.2: The learner will identify potential safety hazards in the home.

Sample Activities:

6.2.a: Make a list of home hazards and how they could be corrected.

OUTCOME 7: The learner will understand the general function and structure of the body.

Objective 7.1:* The learner will describe and demonstrate concepts related to Laws of Motion.

Sample Activities:

7.1.a: With a partner, create an activity that demonstrates one of the Laws of Motion.

7.1.b: Participate in relay races which demonstrate each of the Laws of Motion.

OUTCOME 8: **The learner will understand, appreciate, and apply rules, regulations, strategies, and appropriate etiquette for movement, dance, games and sports.**

Objective 8.1: The learner will create rules for an activity, dance or game to be played by classmates.

Sample Activities:

8.1.a: Produce a book of games as created by the class.

Objective 8.2: The learner will demonstrate an understanding of strategies for movement, dance, games or sports.

Sample Activities:

8.2.a: Solve movement problems with the most efficient pattern.

8.2.b: Combine dance steps in a logical sequence.

8.2.c: Compare strategies for various games or sports.

Objective 8.3: The learner will demonstrate appropriate etiquette for dance, games and sport.

Sample Activities:

8.3.a: Ask a partner to dance.

8.3.b: Congratulate classmates for a well-executed movements.

OUTCOME 9: **The learner will appreciate the aesthetic and creative qualities of movement.**

Objective 9.1: The learner will explore the ethnic background of activities, dances and games.

Sample Activities:

9.1.a: Prepare an oral report, bulletin board, or book report on the ethnic background of a chosen activity.

Objective 9.2: The learner will define the aesthetic qualities of movement.

Sample Activities:

9.2.a: Given a variety of movements, list five words that describe each movement in terms of flow, tempo, effort, shape and level.

OUTCOME 10: **The learner will develop self-confidence and interpersonal skills.**

Objective 10.1:	The learner will teach the activity, dance or game he/she created to classmates.
Objective 10.2:	The learner will set realistic fitness goals.
Objective 10.3:	The learner will serve as a group leader.
Objective 10.4:	The learner will work with a partner in the development of an activity, dance or game to be played by the class.
Objective 10.5:	The learner will record a partner's scores on a fitness or skill test.

*For definitions and additional examples see Kirchner, G. (1989). Physical education for elementary school children. 7th ed., Dubuque, IA: W.C. Brown.

FIFTH GRADE OUTCOMES

OUTCOME 1: **The learner will develop body, spatial, and temporal awareness.**

Objective 1.1: The learner will demonstrate various body positions while in the air.

Sample Activities:

1.1.a: Jump from a Reuther board in tuck, pike and straddle positions.

1.1.b: Participate in activities such as Follow the Leader.

Objective 1.2: The learner will demonstrate third party perspective in team activities.

Sample Activities:

1.2.a: Participate in activities such as Zone Soccer.

Objective 1.3: The learner will demonstrate moving to various rhythms.

Sample Activities:

1.3.a: Perform square/folk/contemporary dances.

1.3.b: Perform a jump rope routine to music.

Objective 1.4: The learner will demonstrate rotational and inverted skills.

Sample Activities:

1.3.a: Perform skills such as cartwheel, roundoff, handstand forward roll, or front limber.

1.3.b: Rebound and outlet a basketball.

OUTCOME 2: **The learner will develop locomotor, non-locomotor and manipulative skills.**

Objective 2.1: The learner will demonstrate mechanically efficient patterns of throwing.

Sample Activities:

2.1.a: Participate in a formal assessment of her/his pattern of throwing.

2.1.b: Evaluate a partner's pattern of throwing.

Objective 2.2: The learner will demonstrate mechanically efficient patterns of catching.

Sample Activities:

2.2.a: Participate in a formal assessment of her/his pattern of catching.

2.2.b: Evaluate a partner's pattern of catching.

Objective 2.3: The learner will demonstrate mechanically efficient patterns of striking without and with an implement.

Sample Activities:

2.3.a: Participate in a formal assessment of her/his pattern of striking.

2.3.b: Evaluate a partner's pattern of striking.

Objective 2.4: The learner will demonstrate mechanically efficient patterns of kicking.

Sample Activities:

2.4.a: Participate in a formal assessment of her/his pattern of kicking.

2.4.b: Evaluate a partner's pattern of kicking.

OUTCOME 3: The learner will combine locomotor, non-locomotor and manipulative skill in movement, dance, games and sports.

Objective 3.1: The learner will demonstrate basic competence in modified forms of basketball, flag football, hockey, soccer, softball, track and field and volleyball.

Sample Activities:

3.1.a: Participate in activities such as basketball, football, soccer and volleyball using junior balls.

3.1.b: Participate in activities such as five(5) player football, soccer and hockey.

Objective 3.2: The learner will demonstrate basic competence in dance.

OUTCOME 4: The learner will understand the benefits of regular physical activity and will enhance personal fitness.

Objective 4.1: The learner will demonstrate cardiovascular endurance.

Sample Activities:

4.1.a: Follow a video-taped aerobic workout.

4.1.b: Follow instructor's aerobic workout to music for 20 minutes.

4.1.c: Participate in Jump Rope for Heart.

Objective 4.2: The learner will demonstrate muscular strength/endurance.

Sample Activities:

4.2.a: Participate in a strength training circuit.

4.2.b: Participate in gymnastics apparatus activities.

Objective 4.3: The learner will describe and demonstrate flexibility.

Sample Activities:

4.3.a: Demonstrate flexibility during aerobic and dance work-outs.

4.3.b: Describe the benefits of adequate flexibility.

Objective 4.4: The learner will participate in physical fitness assessment.

Objective 4.5: The learner will design her/his fitness program.

OUTCOME 5: The learner will be a knowledgeable consumer in the areas of health and fitness.

Objective 5.1: The learner will identify beverages which are effective in fluid replacement.

Sample Activities:

5.1.a: Rank order beverages as to their effectiveness in fluid replacement.

Objective 5.2: The learner will identify proper equipment for various activities.

Sample Activities:

5.2.a: Compare characteristics within various categories of sporting goods such as gloves, rackets, balls and recreational equipment.

OUTCOME 6: The learner will develop listening skills and safety awareness.

Objective 6.1: The learner will identify safety factors related to bicycling, skate boarding and skating.

Sample Activities:

6.1.a: Prepare an oral report, bulletin board or poster on safety factors for a chosen activity.

Objective 6.2: The learner will describe and demonstrate safety precautions at the beginning and during every unit.

OUTCOME 7: **The learner will understand the general function and structure of the body.**

Objective 7.1:* The learner will describe and demonstrate concepts related to effective use of levers.

Objective 7.2: The learner will identify major muscles in the body.

Sample Activities:

7.2.a: Label major muscles on an outline of her/his body.

Objective 7.3: The learner will describe concepts related to cardiovascular fitness.

Sample Activities:

7.3.a: Monitor heart rate at rest and following activity.

7.3.b: Compare the effects of various exercises on heart rate.

OUTCOME 8: **The learner will understand, appreciate and apply rules, regulations, strategies and appropriate etiquette for movement, dance, games and sports.**

Objective 8.1: The learner will officiate an activity, game or sport.

Sample Activities:

8.1.a: Make line calls while participating in games or sports.

Objective 8.2: The learner will display respect for the person who is officiating.

Sample Activities:

8.2.a: Refrain from arguing with the official.

OUTCOME 9: **The learner will appreciate the aesthetic and creative qualities of movement.**

Objective 9.1: The learner will evaluate movement for aesthetic qualities.

Sample Activities:

9.1.a: Depict the effort, shape and flow of a movement through a drawing.

Objective 9.2: The learner will participate with a group in creating a movement activity, dance or game.

OUTCOME 10: **The learner will develop self-confidence and interpersonal skills.**

Objective 10.1: The learner will set a long term goal for improvement in an area of a self-diagnosed weakness.

Objective 10.2: The learner will participate in reciprocal evaluations of movement patterns.

Objective 10.3: The learner will demonstrate acceptance of teammates' skill levels.

Sample Activities:

10.3.a: Participate with assigned partner(s) or teammates without complaint.

Objective 10.4: The learner will participate with a group in cooperative problem-solving activities.

Sample Activities:

10.4.a: Develop a group dance using selected movement elements.

10.4.b: Develop a team strategy for a game or sport.

10.4.c: Participate in Project Adventure activities.

*For definitions and additional examples see Kirchner, G. (1989). Physical education for elementary school children. 7th ed. Dubuque, IA: W.C. Brown.

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